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Compare and Contrast of Knowledge Sharing of Academicians to Students-A Study in Private and Public Universities

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Abstract

This article points out that the society is becoming more and more knowledge based. Organizations that create, share and evolve knowledge are becoming the leading organizations of success. Therefore, the study focuses on knowledge sharing practices in academic institutions, here we see interesting perspectives on faculty sharing knowledge with students .The theory of planned behaviour which consists of Attitude (AT), Subjective Norms (SN) and Perceived Behavioral Control (PBC) is reflected in this paper, this is analysed while comparing and contrasting private and public universities across three parameters AT, SN, PBC. Attitude stands the highest in private universities as compared to public.SN is the highest overall in both private and public universities taken together; proving that people's influence in sharing knowledge in both together is high. PBC has a high score in public universities compared to private universities.

Keywords*: Theory of Planned Behaviour, Academic Institutions, Public University, Private University, Knowledge Sharing*

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Introduction

Nowadays, due to the rapid changing of the present organizations and communities, which is called the knowledge-based era, knowledge is the most important organizational resource and wealth. Knowledge is a vital resource so its value cannot be underestimated .People believe knowledge is power, but actual power is sharing of knowledge. Today there is a growing demand for sharing quality resources and expertise in academic institutions.

"*Knowledge sharing is seen as occurring through a dynamic learning process where organizations continuously interact with customers and suppliers to innovate or creatively imitate*".(Kim & Nelson, 2000).

Few years before experts felt that knowledge sharing was against career growth as they thought it will depreciate their power, hence were hesitant to share knowledge, but with the advent of technology and as sharing of knowledge increases career growth, knowledge sharing has become easy and as well as significant. In an academic institution the experienced academic faculty share knowledge and expertise with students to improve the practice of learning and training respectively. The responsibility of academic staff is to teach, research, consult and publish. This subject is based on knowledge sharing with the essence of specification in theory of planned behavior (TPB) -by Ajzen. Based on the investigation of Knowledge Sharing, this paper portrays a TPB model applied to two sectors: Public and Private.

The crucial difference between Public and Private Sector is noted here. To this end, this research work is set to transmit a study on the knowledge sharing of academicians to students. Both private and public university faculty must give higher weightage on encouraging academicians to share their knowledge. This will create a more constructive attitude towards knowledge sharing. In the private sector, there is lots of stress compared to the public sector, yet there should be place for knowledge sharing. Considering the private universities where there is a lot of strain for the faculty, their efforts have to be appreciated and they should be motivated. While in public sector universities administrators must focus on workshops, trainings etc. This could be obtained through educating and carrying out workshops that focus on knowledge sharing activities, such as use of knowledge centres, teaching and training research skills, in-house research work sharing. With these type of trainings and workshops, academicians will shine in their work and this confidence will help them to share their knowledge. The trainings or workshops will provide a basis for academicians to share their knowledge behaviour. (See Kwong Goh et al, 2013)

The study ends with high subjective norms for both public and private, hence drawing home the fact that social pressure plays a significant role in knowledge sharing in both private and public sectors.

Hence let's take a look into the study starting with the structure of the paper. The structure of the paper is as follows:

1. Literature Review
   - Knowledge Sharing
   - Theory of Planned Behaviour
2. Research Gap and Objectives.
3. Research Methodology and Data Collection
4. Analysis
5. Results and Conclusions.

Literature Review

A general idea of knowledge management and knowledge sharing is illustrated along with the notion of knowledge, throwing light upon difference between implicit and explicit knowledge and their significance in an organization. Knowledge management plays a vital role to ensure competitive edge within industries; it is the cornerstone of the organization. (Riege, 2005).

The 1990's had a radical shift, the foundation of contest varied from conventional resources as land, manual labor and investment to knowledge-based sources as core competency, intellectual capital and ability to learn. Organizations and Universities are thriving for competitive advantage by adopting concepts of knowledge management. These organizations have several aspects such as gain, accumulation, distribution, preservation and reclamation of knowledge. Rye et al, (2003) defines knowledge sharing as the dispersion of a person's acquired knowledge and information to other contemporaries in the organization.

Drawing from the above body of literature we have acknowledged some gaps, the the dimension taken here is of knowledge sharing among academicians to the students, in respect of assessment between private owned and government owned universities, which is not focused in other researches as of now.

Knowledge sharing in Academic Institutions

Knowledge Sharing is vital in academic institutions. It is a natural function in academic institutions as the scope for creating, using and sharing knowledge is more here. It would be threatening if knowledge is not shared in highly knowledgeable industry, i.e the academia. But in reality people think knowledge is invaluable and hence are unenthusiastic to contribute their knowledge unless they get motivated. (Noor Asilah Nordin et al, 2012)

Let us have a glimpse of the types of knowledge to probe further on knowledge sharing.

Tacit or Explicit knowledge

Knowledge has to be captured and organized. Therefore, one should record knowledge as and when employees acquire knowledge on the job. A quantity of knowledge can be articulated, obtained, hoarded and therefore made accessible for reprocessing, while much of it is never expressed and is retained in the minds of the 'knower'. Armistead and Meakins (2002) emphasizes that the creation of comparative advantage primarily draws closer to intangible assets, such as knowledge. Popular studies show that knowledge can be classified as being either tacit or explicit (Nonaka,1994). According to (Wagner-Dobler 2004), the concept of tacit knowledge was first used by the Hungarian-British physicist and philosopher Michael Polanyi (1891-1976), who found the presence of a kind of knowledge that does not depend on well-known traditional forms of knowledge like characterization, explanation, and coherent ending. Here transferring knowledge is an important tool whether the knowledge is implicit or explicit

The important building block of knowledge management mentioned by Garvin is transferring knowledge. Devising of plans must be done inorder to quickly, effectively and efficiently disseminate knowledge. There are several ways of sharing knowledge, some among them are through printed, verbal, and visual reports, and also through site trips, exploring and academic teaching programmes.(Nozibele Mayekiso, 2013).So let us consider theories used in this study.

Theory of Planned Behavior

"The Theory of Planned Behavior aims to provide a framework for explaining and predicting the deliberate behavior of individuals within specific social contexts. The theory stems from an earlier version with latent variables such as attitude and subjective norms, the Theory of Reasoned Action (Ajzen & Fishbein, 1980)."

Theory of Planned Behavior is an extension of theory of reasoned action that is, with the additional construct perceived behavioral control."Behavioural intention (BI) is asserted by three other variables: attitude (ATT) subjective norm (SN), and the perceived behavioural control (PBC) .(Ajzen, 1991).

To have a more clear picture let us consider **Bibi M. Alajmi's table**

Table 1. The Extended Theoretical Model Construct Definitions

Variable	Definition
Behavior	Observable act of the subject
Intention	Person's subjective probability that he/she will perform certain behaviours
Attitude	A person's general feeling (affect) of favourableness or unfavourableness toward some stimulus object
Subjective Norms	What significant others think the person ought to do
Knowledge Sharing self-Efficacy	Individuals judgment of his/her own capabilities to share knowledge
Controllability	Belief about the extent to which performing the behavior is up to the actor.

Table 2. Let Us Consider the Operational Definition of the Latent Variables

Variables	Operational Definition	Related Literatures And Sources
Academicians subjective Norms Towards knowledge sharing	An academician's Perceived social pressure to perform the knowledge sharing behavior.	Ajzen 1991, 2001 a, b; Bock et al 2005; Knowleged Kuo and Young (2008); Chang 1998, Chau & Hu 2001.
Academicians Perceived behavioral control Towards knowledge sharing	An academician's Perceived ease or difficulty of performing the knowledge sharing behavior.	Ajzen 1991, 2001 a, b; Bock et al 2005; Ryu et al 2003 & Lin 2007 c; Chang 1998, Chau & Hu 2001.

Research Gap and Objectives

Research Gap

The contribution of this study is that, it is concerned with knowledge-sharing behavior of the academicians to students. While most of the studies are based on other sectors a research on academic background with students perspective is not been sufficient. Previous researches based on comparing the knowledge sharing behavior in Public universities and the private universities have not been adequate. (See Kwong et al, 2011).The objective of this paper is to investigate ow discernment of knowledge sharing is in public universities and private universities.

Objectives

Objective 1. **:** To study the influence of attitude, subjective norms and perceived behavioral control on the intentions to share knowledge, for both public and private institutions

Objectives 2: To study the influence of subjective norms on attitude for both public and private institutions in addition to what we said in the first objective.

Objective 3: To study the influence of subjective norms on perceived behavioral control, for both public and private institutions in addition to what we said in the second objective

Research Model, Data Collection and Data Analysis

Research Model

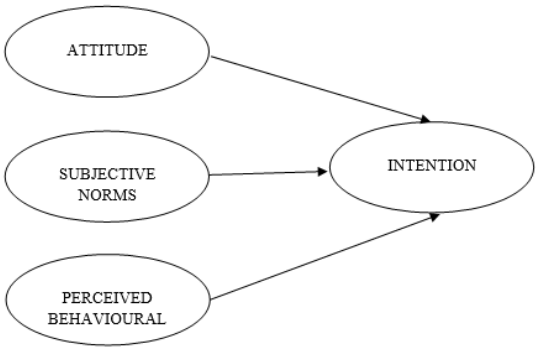

Figure 1. Ajzen – Fishbein Model

Influence of subjective norms on attitude, for private and public institutions. Influence of subjective norms on perceived behavioral control, for private and public institutions.

Sample and Data Collection

The survey instrument was used for evaluating the validity of the knowledge sharing behavior model. The survey is based on the constructs developed in the Theory of Planned Behaviour model—behavior, intention, attitude, subjective norms, perceived behavioral control. These constructs were considered and explained by adopting items that have been developed and validated from Ajzen (2002), Bock et al (2005), Hsu et al. (2007), and Norman, Clark, & Walker (2005). The items were tailored from past learnings and measured on a 5-point Likert scale; ranging from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree.

Each questionnaire had a cover letter attached to describe the purpose of this study and ensure

confidentiality required. With the help of the head of the departments questionnaires were delivered to faculty members in various departments.

The respondents consist of:

- Head of the departments
- Professor
- Associate professors
- Assistant professors

Our dataset is the result of the survey, which contains items are specialized on Attitude, Subjective Norms and Perceived Behavioral Control. Questionnaires were given in person, sent by mail and posted. A time frame was given to the respondents and the questionnaires were collected. A multi item scale should be evaluated for accuracy and this involves an assessment of reliability and validity of the scale. Approaches for assessing reliability include the int

Validity can be examined by examining content and construct validity. The sample size taken for this research is 534 respondents. The collected data is fed into the AMOS 20 software to obtain the results for all the models.

Table 4: To have an idea about the profile of respondents let's consider the table above

MEASURE	ITEM	FREQUENCY
AGE	20 TO 30 YEARRS	135
	30 TO 40 YEARRS	197
	40 AND ABOVE	202
HIGHEST QUALIFICATION	PHD	196
	MPHIL,M.E, M.TECH, MCOM, MBA & OTHER PG	158
	BE	19
POSITIONS	HOD	25
	PROFESSOR	26
	ASSOCIATE PROFESSOR	74
	ASSISTANT PROFESSOR	409

Data Analysis

Exploratory factor analysis (taking public and private together).

We conducted the Kaiser-Mayer Olkin's (KMO) measure of sampling adequacy test and Bartlett's test of sphericity to assess the suitability of the survey data for factor analysis (Hair, et al., 2006). We used factor analysis to find out the construct validity, convergent and discriminant validity. The results obtained from the Kaiser-Mayer Olkin's (KMO) measure of sampling adequacy and Bartlett's test show that the data met the essential necessities for factor analysis. The KMO measure of sampling adequacy is 0.871 and the Bartlett test is significant.

Measurement Assessment

To fulfil the objectives hypothesis was framed as given below.

Hypothesis checking:

H1: *Attitude has a positive effect on intention to share knowledge in academic institutions is significant in both public and private universities*

H2: *Subjective Norms has a positive effect on intention to share knowledge in academic institutions is significant in both public and private universities*

H3: *PBC has a positive effect on intention to share knowledge in academic institutions is significant in both public and private universities*

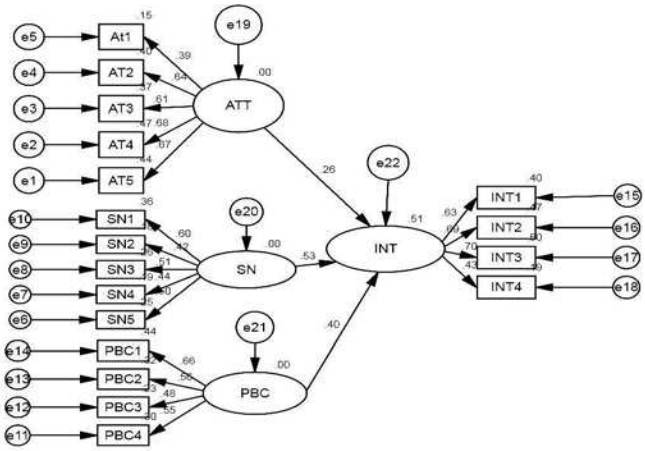

Figure 2. Structural Equation Model (SEM) for Both Public and Private combined

Content Validity

Based on the validated research all measurement items were adopted. Characterization of items like attitude, subjective norms, perceived behavioral control, and intention to share academicians' knowledge were based on the validated original theory of planned behavior model. The deans, head of the departments and faculty have validated the questionnaire. The absolute questionnaire items measuring each construct are listed in Appendix A.

Construct Validity

Construct Validity was evaluated by examining the factor loadings within the constructs by confirmatory factor analysis (CFA) as well as the correlation between constructs. Convergent validity was checked by the factor loading values, and all values were more than 0.5. No items were dropped due to factor analysis.

Table 5: Factor Loading for Students as a Whole and Its AVE

SNO	ITEM	Factor Loading Students	AVE
1	AT1	0.39	
2	AT2	0.63	
3	AT3	0.61	0.596
4	AT4	0.68	
5	AT5	0.67	
6	SN1	0.58	
7	SN2	0.43	
8	SN3	0.56	0.614
9	SN4	0.7	
10	SN5	0.8	
11	PBC1	0.66	
12	PBC2	0.56	0.5625
13	PBC3	0.48	
14	PBC4	0.55	
15	INT1	0.6	
16	INT2	0.7	0.6
17	INT3	0.67	
18	INT4	0.43	

Table 6: Discriminant validity

	AT	SN	PBC	INT
AT	0.77201			
SN	0.322	0.78358		
PBC	0.306	0.768	0.75	
INT	0.42	0.656	0.74	0.7746

Discriminant validity can be established by comparing the square root of AVE with its corresponding construct correlation values. The constructs correlations values should be less than the square root of AVE values (Fornell and Larcker, 1981) as illustrated above.

Reliability test

A cronbach coefficient alpha test was carried out on all four factors(3 independent variables: Attitude, Subjective Norm, Perceived Behavioral Control and one dependent variable:Intention) to test the reliability of all of the items variables.The value of Cronbach Alpha co-efficient is 0.797 and on standardised items are 0.802.

As the cronbach alpha co-efficient values are greater, it is an acceptable level of reliability (Hair et al, 2006).

Table 7: T Test Significance

Fit Index Students			Recommend cut-off value
χ^2	680.39		Near to degree of freedom
d.f	132		The greater, the better
χ^2/d.f	5.154		3 to 5
RMSEA	0.88		≤0.08
	Incremental Fit Measures		
NFI	0.722		≥ 0.90
CFI	0.761		≥0.90
	Parsimonious Fit Measures		
PCFI	0.623		The higher, the better
PNFI	0.657		The higher the better

(Note: The fit of the model as assessed in terms of overall fit perspective, comparative fit, and parsimonious fit index.)

	Both Public & Private		Public		Private	
	t- test	sig	t Test	sig	t test	sig
AT1	86.113	0	52.372	0	55.097	0
AT2	102.463	0	70.86	0	63.713	0
AT3	107.228	0	69.423	0	68.216	0
AT4	95.947	0	72	0	53.641	0
AT5	103.174	0	71.957	0	63.158	0
SN1	102.662	0	64.811	0	66.039	0
SN2	90.71	0	61.955	0	54.071	0
SN3	95.39	0	64.265	0	57.495	0
SN4	86.387	0	79.796	0	69.157	0
SN5	76.972	0	81.09	0	63.875	0
PBC1	95.51	0	75.835	0	65.77	0
PBC2	98.826	0	79.722	0	62.441	0
PBC3	98.17	0	86.509	0	57.801	0
PBC4	103.989	0	65.776	0	50.753	0
INT1	103.989	0	68.16	0	62.999	0
INT2	110.449	0	77.762	0	66.613	0
INT3	113.011	0	82.471	0	64.525	0
INT4	94.833	0	66.221	0	57.503	0

Objective 1. **:**To study the influence of attitude, subjective norms and perceived behavioral control on the intentions to share knowledge, for public institutions.

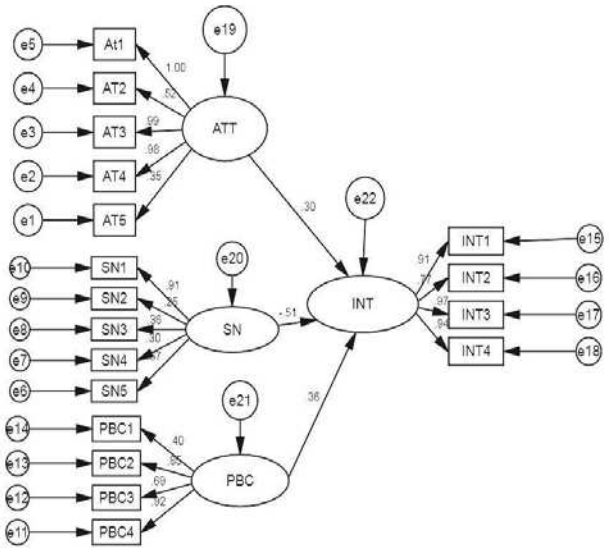

Figure 3 – SEM for Government Students

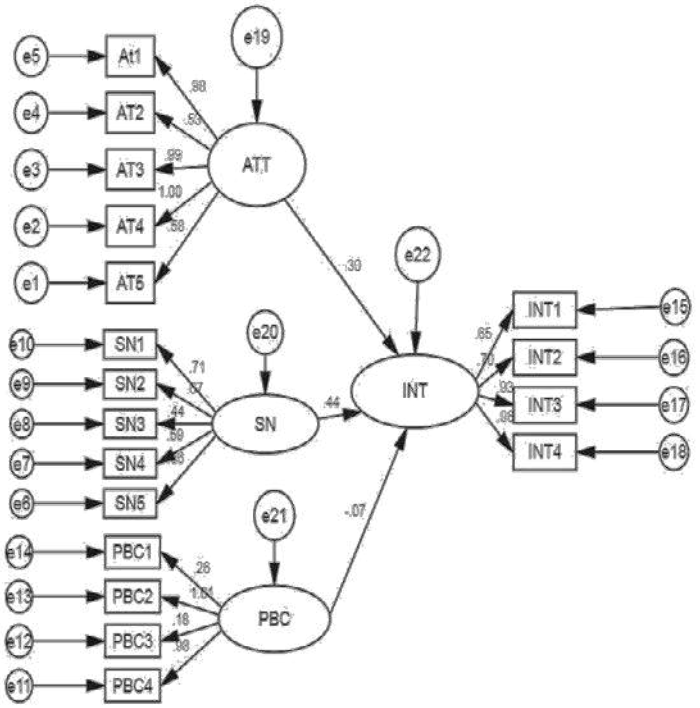

Figure 4-SEM for Private Students

Objective 2: To study the influence of subjective norms on attitude for public institutions in addition to what we said in the first objective.

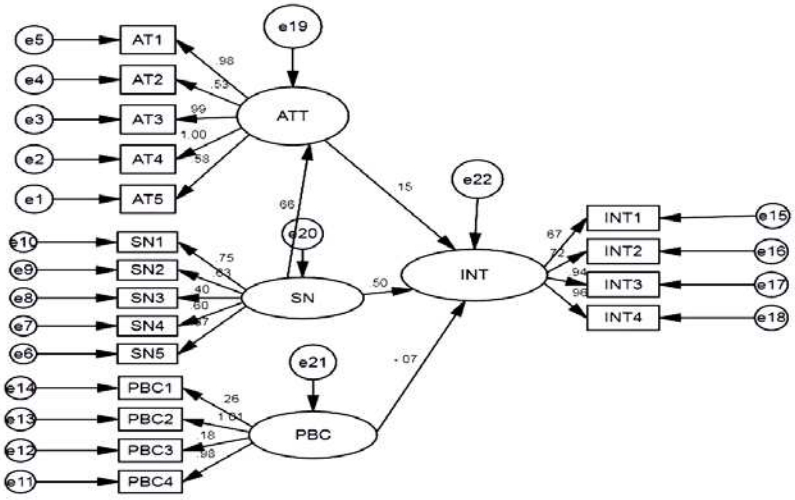

Figure 5- SEM Private Students

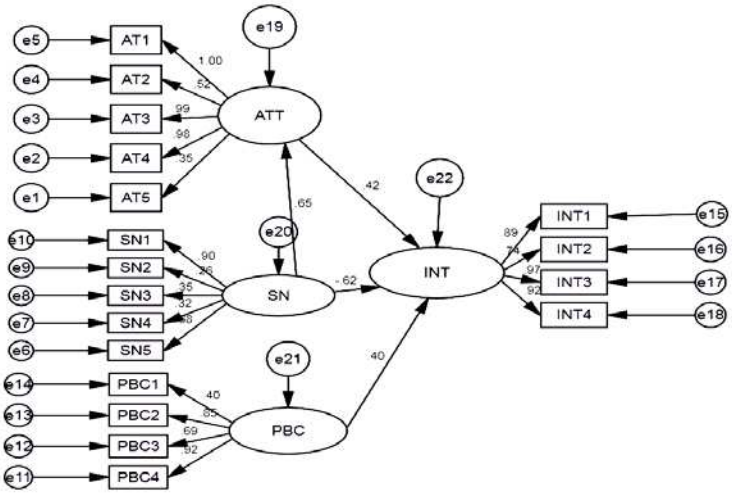

Figure 5. SEM for Government Students with Causal Path SN to ATT

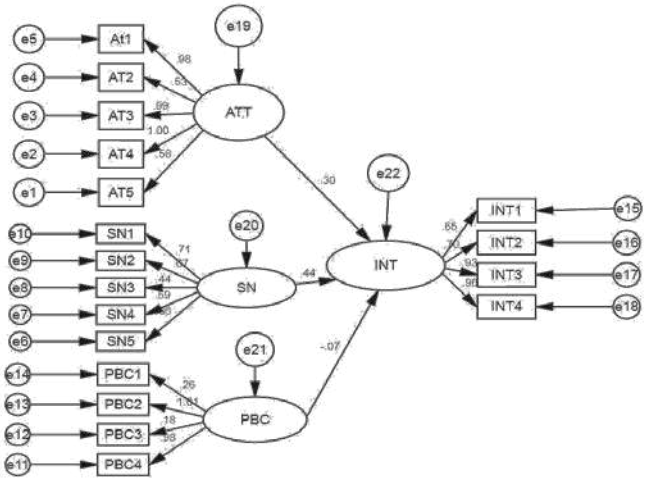

Figure 6. SEM with Causal Paths between SN-ATT, SN-PBC

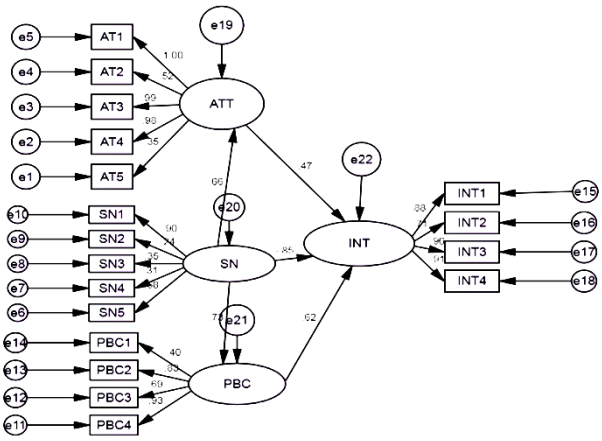

Figure 6. Model with Causals Paths between SN-ATT, SN-PBC (Private)

Table 8. Comparison of Mean, Path, Difference for Whole, Private and Public

	Whole Factor Loadings	Mean	Path	Diff	Public Fl	Mean	Path	Diff	Private Fl	Mean	Path	Diff
AT1	0.39	0.596	0.28	0.32	1	0.768	0.3	0.47	0.98	0.816	0.3	0.516
AT2	0.63				0.52				0.53			
AT3	0.61				0.99				0.99			
AT4	0.68				0.98				1			
AT5	0.67				0.35				0.58			
SN1	0.58	0.614	0.45	0.16	0.91	0.498	0.51	-0.01	0.71	0.594	0.44	0.154
SN2	0.43				0.25				0.67			
SN3	0.56				0.36				0.44			
SN4	0.7				0.3				0.59			
SN5	0.8				0.67				0.56			
PBC1	0.66	0.563	0.49	0.11	0.4	0.715	0.36	0.36	0.26	0.615	0.7	-0.09
PBC2	0.56				0.85				1.04			
PBC3	0.48				0.69				0.18			
PBC4	0.55				0.92				0.98			
INT1	0.6	0.6			0.9	0.895			0.65	0.895		
INT2	0.7				0.77				0.7			
INT3	0.67				0.97				0.93			
INT4	0.43				0.94				0.96			

Table 9. Path Coefficients

	Both Public and Private	Public	Private
AT-INT	0.26	0.3	0.3
SN-INT	0.53	-0.51	0.44
PBC-INT	0.4	0.36	0.07

Table 9: Causal Path Values

	BOTH PUBLIC & PRIVATE	PUBLIC	PRIVATE
AT-INT	0.26	0.3	0.3
SN-INT	0.53	-0.51	0.44
PBC-INT	0.4	0.36	0.07

Table 10: Causal Path SN-ATT, SN-PBC

	ATT	SN	PBC	PATH SN TO ATT	PATH SN TO PBC
Model 1	30	0.44	0.7		
Model 2	0.19	0.44		0.35	0.65

The important finding of this study i.e. in the private institutions, is that the components of Perceived Behavioral Control namely how difficult the behavior and how successfully individual share their knowledge, are not having any influence on the intention.

As our previous finding also implies that in the teaching community, these two components do not influence the intention to share knowledge, we find PBC has no major effect on intention, while Quintal's (2010) model can be referred here with causal paths between SN to ATT and SN to PBC. While in Public universities Pbc score is 0.36 thus influencing sharing of knowledge to intention.

Table 11. Comparison of Mean for Private and Public

	Whole Factor Loadings	Mean whole	Public Fl	Mean public	Private Fl	Mean private
AT1	0.39	3.87805	1	3.72477	0.98	4.228571
AT2	0.63	3.89869	0.52	4.01376	0.53	3.974603
AT3	0.61	4.09381	0.99	3.73853	0.99	4.209524
AT4	0.68	3.85553	0.98	3.72477	1	4.212698
AT5	0.67	3.79737	0.35	4.12385	0.58	4.146032
SN1	0.58	3.94934	0.91	3.92661	0.71	4.092063
SN2	0.43	3.71295	0.25	3.89908	0.67	3.739683
SN3	0.56	3.72045	0.36	3.97706	0.44	3.507937
SN4	0.7	3.88368	0.3	4.15596	0.59	4.015873
SN5	0.8	3.82176	0.67	4.06422	0.56	4.266667
PBC1	0.66	4.05816	0.4	3.69725	0.26	4.126984
PBC2	0.56	4.03377	0.85	3.81651	1.04	4.165079
PBC3	0.48	3.66979	0.69	3.68349	0.18	3.809524
PBC4	0.55	3.60225	0.92	3.7844	0.98	4.171429
INT1	0.6	4.02439	0.9	4.40367	0.65	4.387302
INT2	0.7	3.97749	0.77	4.54128	0.7	4.215873
INT3	0.67	3.98687	0.97	4.37615	0.93	4.222222
INT4	0.43	3.88555	0.94	4.3578	0.96	4.238095

Table 12: Factor Loadings Rank

	Whole Factor Loadings	Mean	Rank
AT1	0.39	3.8781	5
AT2	0.63	3.8987	3
AT3	0.61	4.0938	4
AT4	0.68	3.8555	1
AT5	0.67	3.7974	2
SN1	0.6	3.9493	1
SN2	0.42	3.713	4
SN3	0.51	3.7205	2
SN4	0.44	3.8837	3
SN5	0.6	3.8218	1
PBC1	0.66	4.0582	1
PBC2	0.56	4.0338	2
PBC3	0.48	3.6698	4
PBC4	0.55	3.6023	3
INT1	0.63	4.0244	3
INT2	0.69	3.9775	2
INT3	0.7	3.9869	1
INT4	0.43	3.8856	4

It can be inferred from the study that the variable AT4 shows that it is felt by many academicians that sharing their knowledge with students is quite valuable as it is clear that the value for the AT4 variable is inclined positively as many respondents have consistently felt that this process is very useful.The next variable AT 5 is ranked second as it has a mean score of 3.79 reflecting that faculty members most feel that the process of sharing their knowledge with students is rather enjoyable and highly satisfactory.It is to be noted that the variable AT2 has also elicited responses that show that faculty members find knowledge sharing with students as a pleasant experience.The variable AT3 is ranked fourth however,this variable also has a high mean score of 4.09 showing that the respondents have consistently answered reflecting their highly positive attitude as it shows that knowledge sharing with students is definitely good.The variable ranked fifth is AT1,the mean score of which also reflects that knowledge sharing with students is considered by many to be a beneficial and fruitful process.Thus, it can be inferred that the independent variable(construct variable) attitude has generally elicited highly affirmative responses with a steady positive consistency.

It is observed that as far as the subjective norm variable is concerned most academicians who are important to me share their knowledge with students SN5 ranks first. The variable SN1 also ranks

first and it reflects that it is expected that the faculty members share their knowledge with students as well. The mean score for SN1 is 3.9 and hence it illustrates a high positive consistency in responses. The variable SN3 ranks second and it shows that most academicians who are important to faculty members believe in sharing their knowledge with students whose opinions can be given value. Moreover, the variable SN4 ranks third as it can derived from the mean score that most academicians who are important to faculty members would highly approve of other faculty members inclination to share their knowledge with students. The last variable SN2 also shows that most academicians who are important to faculty members think that faculty members should share their knowledge with students. It can be concluded that as far as the variable SN is taken into account it can be inferred from the data analysis that on the whole the scores of the subjective norm variable has also elicited positively consistent responses.

The PBC1 variable ranks first demonstrating the fact that it is possible always for faculty members to share their knowledge with students and the PBC2 variable ranks second illustrating that if faculty members want, faculty members could always share knowledge with students; whereas PBC4 variable reflects that faculty members believe that there is much control that they have to share their knowledge with other students. Therefore, the independent variable PBC has mean scores ranging from 3.60 - 4.05 reinforcing the fact that it has a positive consistency and influence.

While analyzing the variable INT3 shows that faculty will always make an effort to share their knowledge with their students whereas the variable INT2 it can be understood that faculty members have a positive intention of sharing their knowledge with their students and INT1 which is ranked third reflects that faculty will always plan to share their knowledge with their students and finally the last ranked variable INT4 clearly shows that faculty intend to share their knowledge with students provided they ask for it.

Overall, it can be concluded from the above interpretation that all the four variables for both private and public combined as a whole demonstrates a positive inclination that is highly consistent as far as knowledge sharing is concerned.

Table 13: Ranking of Factor Loading Private

	Private Fl	Ranking	
AT1	0.98	3	3.87805
AT2	0.53	5	3.89869
AT3	0.99	2	4.09381
AT4	1	1	3.85553
AT5	0.58	4	3.79737
SN1	0.71	1	3.94934
SN2	0.67	2	3.71295
SN3	0.44	5	3.72045
SN4	0.59	3	3.88368
SN5	0.56	4	3.82176
PBC1	0.26	3	4.05816
PBC2	1.04	1	4.03377
PBC3	0.18	4	3.66979
PBC4	0.98	2	3.60225
INT1	0.65	4	4.02439
INT2	0.7	3	3.97749
INT3	0.93	2	3.98687
INT4	0.96	1	3.88555

While interpreting the data for private universities it can be seen that the variable AT4 ranks first, showing that faculty members feel that if they share their knowledge with other students they feel it is very valuable. Faculty in private universities feel that if they share their knowledge with other students, it is very good as it is reflected through their high score of 4.09 and this is reflected in the variable AT3. The variable AT1 also shows that if faculty share their knowledge with students, they feel that it is rather useful. The variable AT5 has a mean score of 3.79 which also shows positive consistency, hence proving that faculty in private universities feel that knowledge sharing in private universities is an enjoyable and satisfying experience.

While considering Subjective Norms, SN1 has a score of 0.71 and stands as the leading score which shows that faculty feel that it is expected of them in private universities to share knowledge with students. The second predominant variable is SN2 with score 0.67 proves that most academicians who are important to them think faculty should share knowledge with other faculty members. The third rank is that of SN4 which has a value of 0.59 demonstrating that academicians would approve of their

behaviour to share with students. The least score in Subjective Norms is SN3 scoring 0.44 academicians share knowledge with students whose opinions they valued. The mean score for all the factors of Subjective Norm confirm that the mean scores are positive towards knowledge sharing in private universities.

PBC2 has a score of 1.04 that is most significant among all other variables among PBC, and in comparison with AT, SN, and INT illustrating that if faculty want to they could always share knowledge with students. PBC4 has scored 0.98 ranking second among other PBC's stating that faculty believe that there is much control for faculty members to share knowledge with other students. PBC1 shows a value of 0.26 proving the positive possibility of sharing knowledge from academicians to student. PBC 3 shows it has got a value of 0.18 which is the least value among all the other variables in private universities portraying that it is mostly up to the faculty members whether or not to share knowledge. As this has got the least value it shows that it is not entirely up to the faculty whether or not to share knowledge with students.

In intention INT4 has a score of 0.96 stating that they share knowledge if asked by their students.INT 3 is the next one ranking second among all the other intention variables, as this proves that faculty make an effort to share knowledge with students.INT 2 has a score of 0.7 proving the willingness of staff to share knowledge with their students.INT1 shows that planning to share knowledge aspect has got a low rank but has a mean score nearing the maximum proving that the behaviour of planning to share knowledge has a positive influence.

Table 14. Ranking Public

	Public Fl	Ranking	
AT1	1	1	3.72477
AT2	0.52	4	4.01376
AT3	0.99	2	3.73853
AT4	0.98	3	3.72477
AT5	0.35	5	4.12385
SN1	0.91	1	3.92661
SN2	0.25	5	3.89908
SN3	0.36	3	3.97706
SN4	0.3	4	4.15596
SN5	0.67	2	4.06422
PBC1	0.4	4	3.69725
PBC2	0.85	2	3.81651
PBC3	0.69	3	3.68349
PBC4	0.92	1	3.7844
INT1	0.9	3	4.40367
INT2	0.77	4	4.54128
INT3	0.97	1	4.37615
INT4	0.94	2	4.3578

Let us consider the Public Universities their scores and mean scores for sharing knowledge. AT1 has a factor loading has 1 and mean 3.7 is very beneficial. AT3 is 0.99 scoring second, defining that knowledge sharing in public institutions is felt well by the faculty. Next AT4 has a value of 0.98 with mean 3.7 showing that sharing of knowledge is very valuable considering the others. Whereas AT2 ranks 4th with a score of 0.42 and KS is of great importance and value. AT5 has a least score on factor loadings but with a very high mean of 4.12 this contradiction proves that the values are spread.

Subjective Norms SN1 has a value of 0.91 showing that expectation of KS with students is high. SN5 has a value of 0.67 showing that faculty share knowledge with students. There is a drastic fall from 0.97,0.61 to 0.3 and 0.2.SN4 has a value 0.3 and 4.15 nearing the maximum limit stating that the values are spread.SN4 stating that most academic staff who are important to other faculty share their knowledge with students. SN2 has the least score proving less importance is given to faculty members who are important to other faculty share less with students.

Among the four PBC's the fourth PBC is remarkable with 0.92.followed by PBC 2 with 0.85 PBC 0.69 and PBC1 0.4 In Intention INT3 0.97 shows that is leading , all other factor loadings dare showing that they are near 0.9, and INT 2 shows a consistent INT 2 with 4.5 mean score.

Table 15: Comparison Mean Ranking between Public and Private

	Private Fl	Ranking	Mean		Public Fl	Ranking	Mean
AT1	0.98	3	3.87805	AT1	1	1	3.72477
AT2	0.53	5	3.89869	AT2	0.52	4	4.01376
AT3	0.99	2	4.09381	AT3	0.99	2	3.73853
AT4	1	1	3.85553	AT4	0.98	3	3.72477
AT5	0.58	4	3.79737	AT5	0.35	5	4.12385
SN1	0.71	1	3.94934	SN1	0.91	1	3.92661
SN2	0.67	2	3.71295	SN2	0.25	5	3.89908
SN3	0.44	5	3.72045	SN3	0.36	3	3.97706
SN4	0.59	3	3.88368	SN4	0.3	4	4.15596
SN5	0.56	4	3.82176	SN5	0.67	2	4.06422
PBC1	0.26	3	4.05816	PBC1	0.4	4	3.69725
PBC2	1.04	1	4.03377	PBC2	0.85	2	3.81651
PBC3	0.18	4	3.66979	PBC3	0.69	3	3.68349
PBC4	0.98	2	3.60225	PBC4	0.92	1	3.7844
INT1	0.65	4	4.02439	INT1	0.9	3	4.40367
INT2	0.7	3	3.97749	INT2	0.77	4	4.54128
INT3	0.93	2	3.98687	INT3	0.97	1	4.37615
INT4	0.96	1	3.88555	INT4	0.94	2	4.3578

The mean score for all the factors of Subjective Norm confirm that the mean scores are positive towards knowledge sharing.Here most of the values are positively inclined.AT1 in private as well as public institutions have got a factor loading nearing 1.The values of AT1 to AT4 scores are similar in private compared to public.Ranking show that sharing knowledge is beneficial, pleasant, good and valuable .The expectation to share knowledge dealt in SN1 has got maximum values in both private and public institutions among SN.PBC in private has a path co-effeicient value of 0.18 which is the least value among all the other variables in private universities portraying that it is mostly up to the faculty members whether or not to share knowledge aspect is less. This shows that PBC3, PBC4 have got the least scores specifically in Private give a picture of that it is mostly up to me whether or not I share knowledge, much control is there to share my knowledge with other faculty members..Intention in public shows mean scores more than 4, hence all the values of intention are positively inclined.

Discussions and Conclusions

"Theory of Planned Behaviour shows that intention is influenced by three predictors' attitude, subjective norm, and perceived behavioural control. Here we come to a conclusion that Private educational institutions have positive assessment (attitude) of performing behaviour .Staff of private universities find that their attitude towards sharing of knowledge to be more beneficial, pleasant and enjoyable in comparison to the public universities. They are more receptive to the idea of sharing knowledge between faculty and students as it can be seen as a symbiotic relationship promoting mutual intellectual growth. Subjective norm is the apparent social stress (pressure) to perform or not perform the behaviour, like expectation of a person (by others) to share knowledge among faculty members is dominant as a whole (in both private and public institutions). As far as subjective norms is concerned, faculty members of both public universities and private universities are obliged to share knowledge with others. They also share their knowledge with others readily. This also implies that they feel that academicians whose opinions they value would approve of their behavior to share knowledge with others. Social pressure is predominant in private industries and is practical that the public institutions have very less effect of expectations of others in sharing knowledge. PBC, is the perceived ease or difficulty that the individual faces to perform the behaviour and this is found pronounced in Public sector which shows that there is a possibility always between faculty and students to share knowledge. Moreover, if the faculty wishes he/she is free to share knowledge and it is mostly up to him whether to share knowledge or not .This also reflects that in the public sector, the faculty perceive that there is much control that they share knowledge with others. While social pressure is reflected more in private universities, here in PBC public sector universities staff believe that there is much control to share knowledge with others.Here the imperative result shows that the Theory of Planned Behavior model and the model2 considering the private universities, predicts knowledge sharing between faculty members and students. We conclude from our models that sharing the academic knowledge with faculty members to students are strengthened by the social pressure (i.e) subjective norm to share knowledge but PBC towards intention does not influence sharing academic knowledge.PBC isn't significant and the removal of(the link)which has not much of effect on other parameters that is clearly stated in the figure below

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